

I. COVER SHEET

Performance Reporting Period

1. Reporting Period October 1, 2003 thru April 7, 2004

II. Executive Summary

The intent of these funds is to assist state education agencies and their partners in reforming and improving their systems for professional development, technical assistance, and dissemination of knowledge about best practices, to improve results for children with disabilities.

South Dakota's Project ENRICH provides a framework for intentional and deliberate Pre-K – 12 school improvement and the improvement of services to infants and toddlers. Over the course of the next five years, five regions will be funded to implement research based personnel development activities and strategies designed through collaborative efforts and based on the evidence of needs relative to the goals of South Dakota's State Improvement Grant.

Goals and Correlates of Project Enrich:

Project Goal:	Project Correlate (s):
1. Create a system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities.	A. Through the implementation of a comprehensive regional system of personnel development and extensive teacher training, the mathematics and reading academic achievement scores of children with disabilities will improve.
2. Improve the learning opportunities and achievement of children with disabilities.	B. Through the implementation of a comprehensive regional system of personnel development, needs-specific training and technical assistance will be provided to all education personnel in an effort to provide educators with the skills necessary to meet the needs of children with disabilities.
3. Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.	C. Through the implementation of a comprehensive regional system of personnel development, technical assistance and training will be provided to all education personnel in an effort to assist districts in their goals to ensure adequate yearly progress for children with disabilities. D. Regional hubs will be established to create a comprehensive regional system of personnel development. Partnerships and linkages within both the hubs and overall programmatic activities will enable the system to grow in strength and quality. E. Through the implementation of a comprehensive regional system of personnel development, technical assistance will be provided to early intervention providers.

III. Project Status

Report your progress in meeting each one of your project objectives.

Correlate A. Through the implementation of a comprehensive regional system of personnel development and extensive teacher training, the mathematics and reading academic achievement scores of children with disabilities will improve.

Objectives for Correlate A	Activities for Correlate A	Outcomes of Correlate A
A.1 To improve the instructional skills of teachers in South Dakota by providing training and technical assistance regarding research-based practices proven to improve results for children with disabilities.	<p>A.1.1 Regional hubs develop and implement training that supports research-based methods of instruction that transcend academic disciplines and are responsive to specific local needs</p> <p>A.1.2 Regional hubs provide for collaboration opportunities and reflective time for synthesis and analysis of practices learned</p> <p>A.1.3 Training for paraprofessionals, general educators, special educators, and parents held simultaneously</p> <p>A.1.4 Coordination and collaboration occurs with <i>Reading First</i>, <i>South Dakota Reads</i>, and the <i>Math Initiative</i>.</p> <p>A.1.5 Coordination occurs with early intervention and other early childhood programs</p> <p>Progress made to date</p> <p>1. Subgrantees will submit plans identifying strategies, training, and technical assistance by October 2004.</p> <p>2. In effort to insure sustainability of the regional hubs SIG areas were aligned to match department of Education Services Agencies. This will allow more opportunities for collaboration with other state initiatives i.e. curriculum mapping</p> <p>3. Many of these objectives/ activities were not obtained due to the amount of time needed to get the first regions and evaluators on board</p>	<ul style="list-style-type: none">• 70% of students with disabilities will demonstrate increased performance on statewide assessments that measure reading and mathematics proficiency.• The performance gains of children with disabilities on these assessments will increase to correlate with the percentage of increases made by non-disabled children• The percentage of disabled children participating in statewide assessments will be commensurate to the percentage of non-disabled children <p>Progress made to date</p> <p>1. No progress to report due to delay in implementing activities.</p>

Correlate B. Through the implementation of a comprehensive regional system of personnel development, needs-specific training and technical assistance will be provided to all education personnel in an effort to provide educators with the skills necessary to meet the needs of children with disabilities.

Objectives for Correlate B	Activities for Correlate B	Outcomes of Correlate B
<p>B.1 The Comprehensive System of Personnel Development will be coordinated at state and local level to maximize resources and avoid duplication.</p> <p>B.2 To meet the professional development requests of educators as indicated in the most recent Needs Assessment for Education.</p>	<p>B.1.1 Regional hubs engage in information dissemination and training on disabilities with regional partners.</p> <p>B.1.2 Coordination occurs with members of the Regional Leadership Teams and their respective organizations, as well as with the Project Management Team in terms of capacity building and integration with pre-existing initiatives.</p> <p>B.1.3 Regional Leadership Team collaborates with School Support Teams funded under Title I, Part A.</p> <p>B.2.1 Regional hubs develop and implement training in the area of inclusive classroom strategies.</p> <p>B.2.2 Regional hubs sustain and continue to provide strategies, training, and technical assistance on positive behavior supports.</p> <p>B.2.3 Regional hubs develop and implement training in co- and collaborative teaching.</p> <p>B.2.4 Regional hubs provide provisions for reflection and assessments of theory put into practice.</p> <p>Progress made to date</p> <p>1. Subgrantees have held regional planning meetings with all stakeholders including the Project Management Team.</p> <p>2. Subgrantees will submit plans identifying strategies, training, and technical assistance by October 2004.</p> <p>3. Many of these objectives/activities were not obtained due to the amount of time needed to get the first regions and evaluators on board</p>	<ul style="list-style-type: none"> •Teacher satisfaction with the quality and quantity of professional development opportunities and available technical assistance will increase by 15% each year of the project once baseline data has been established. •The retention of teachers in districts served by Project ENRICH will increase for each year of the project once baseline data has been determined. <p>Progress made to date</p> <p>1. No progress to report due to delay in implementing activities.</p>

Correlate C. Through the implementation of a comprehensive regional system of personnel development, technical assistance and training will be provided to all education personnel in an effort of assist district in their goals to ensure adequate yearly progress for children with disabilities.

Objectives for Correlate C	Activities for Correlate C	Outcomes of Correlate C
<p>C.1 Targeted assistance will be provided to the districts within each region through the regional hubs.</p>	<p>C.1.1 Regional hubs will coordinate with School Improvement efforts to offer professional development opportunities and training to schools that are not making AYP.</p> <p>C.1.2 Training will be offered to all schools located within the two geographic pilot regions in project year one.</p> <p>C.1.3 Parents will be informed and trained as potential participants in school reform activities in their local districts.</p> <p>Progress made to date <i>1. These objectives/activities were not obtained due to the amount of time needed to get the first regions and evaluators on board.</i></p>	<ul style="list-style-type: none"> •The number of schools that have made AYP per piloted region will increase by 5% for each year of the project. •Schools receiving technical assistance through one of the regional hubs will increase the achievement test scores of students in all ethnic groups, as evidenced by the State Accountability Plan. <p>Progress made to date <i>1.No progress to report due to delay in implementing activities.</i></p>

Correlate D. Regional hubs will be established to create a comprehensive regional system of personnel development. Partnerships and linkages within both the hubs and overall programmatic activities will enable the system to grow in strength and quality.

Objectives for Correlate D	Activities for Correlate D	Outcomes of Correlate D
D.1 The Project Management Team will ensure that a variety of perspectives are brought to bear in the planning and coordination of the CSPD, as evidenced by the distribution and requirements contained within competitive RFPs for regional sub-grants.	<p>D.1.1 The Project Management team will disseminate a competitive RFP according to state policy which requires a competitive process if more than a single source is available.</p> <p>D.1.2 Sub-grants will be awarded, one per region, with two pilot regions in project year one, a third region added in project year two, and the final two regions added in project year three.</p>	<ul style="list-style-type: none"> •Each region of the state shall have a hub responsible for developing a system of personnel development specific to that region.
D.2 The Regional Leadership Teams will increase the capacity of parents, advocacy groups, and educational agencies to promote school reform efforts and increased achievement for all children with disabilities.	<p>D.2.1 Regional hubs receiving sub-grants will be responsible for coordinated planning and dissemination regarding training opportunities for parents, educators, paraprofessionals, and early intervention providers.</p> <p>D.2.2 The Regional Leadership Teams will continuously recruit stakeholders with various experiences to support logistical operations of the regional hubs.</p> <p>D.2.3 Regional hubs will begin construction of a comprehensive program for interagency collaboration with tribal programs and agencies.</p> <p>Progress made to date</p> <ol style="list-style-type: none"> 1. Subgrants were award to two regions 2. Five SIG regions were realigned to match with state Dept. of Education Educational Service Agencies. 3. Evaluation contract has been awarded and planning meetings have occurred. 4. Subgrantees have held regional planning meetings with all stakeholders. 5. Professional development plans will be submitted by October 2004 	<ul style="list-style-type: none"> •Dissemination regarding best practices via the state website and replicated with the addition of new regions. •Evaluations from workshops and study groups will be used to determine the quality of the training. •A clearinghouse via an internet link will indicate all professional development activities transpiring in and across regions. •Dissemination of state and national resources via the state website and links to "DDN 4 Learning", "What Works Clearinghouse", and K-8 ACCESS". •An annual report will be submitted to the public regarding the principles that bind the linkages and naming the projects accomplished through the hubs. <p>Progress made to date</p> <ol style="list-style-type: none"> 1. This is the first year of the project to this will be the base line data against which to measure quality of training. 2. State web site has been updated to include information on Project ENRICH 3. A clearing house will be developed once professional development plans have been approved. 4. Annual report will be made available to the public during the year 2005.

Correlate E. Through the implementation of a comprehensive regional system of personnel development, technical assistance will be provided to early intervention providers.

Objectives for Correlate E	Activities for Correlate E	Outcomes of Correlate E
<p>E.1 Sustained professional development will be available for a traditionally underrepresented group, birth through three and other early intervention providers, in conjunction and in coordination with other professional development activities proposed by the regional hubs.</p>	<p>E.1.1 Regional hubs will plan and implement training on integrated therapy.</p> <p>E.1.2 Collaborative opportunities will be provided for by the regional hubs, which will offer reflective time and process evaluation.</p> <p>E.1.3 Regional hubs will develop and implement a plan for professional development for early intervention providers, both public and private.</p> <p>Progress made to date</p> <p>1. <i>State Birth to 3 Connections provided a two day training on the Primary Service Provider model and routines based interviews. 85 early intervention providers participated in the training conducted by Robin Mc William, Vanderbilt University.</i></p> <p>2. <i>All participants in the training completed a workshop evaluation and rated it of high quality.</i></p> <p>3. <i>A listserv was established to allow participants in the training to have ongoing contact/feedback opportunities each other.</i></p> <p>4. <i>Robin McWilliam will return in January 2005 and conduct the 2 day Primary Service Provider training again. It is planned that by 2006 a train the trainer model will be in place to continue this training.</i></p> <p>5 <i>Regional hubs are developing action plans to ensure additional opportunities for modeling and follow-up.</i></p>	<ul style="list-style-type: none"> •Provider satisfaction with the quality and quantity of professional development opportunities and available technical assistance will increase by 15% for each year of the project once baseline data has been determined. •Evaluations from workshops and study groups will be used to determine the quality of the training. •A clearinghouse via an internet link will indicate all professional development activities transpiring in and across regions. <p>Progress made to date</p> <p>1. <i>This is the first year of the project so this will be our baseline data against which to measure provider satisfaction.</i></p> <p>2. <i>Evaluations from the McWilliam training rated the training as high quality.</i></p> <p>3. <i>No clearinghouse for professional development has been established.</i></p> <p><i>Not all objectives/activities were obtained this year due to the amount of time needed to get the first regions and evaluators on board.</i></p>

Report project performance using the GPRA program performance indicators.

Indicator 5.1 Qualified Personnel

Steps have been implemented to develop a regional delivery system for coordinating and enriching the professional development of school personnel, early intervention providers, mentors, volunteers, parents, and others connected with the life and learning of children and young adults with disabilities. Via this mode training and technical assistance will be provided to insure that qualified personnel are working with South Dakotas youth. Progress will be measured via performance gains of children with disabilities.

Improve the learning opportunities and achievement of children with disabilities.

Increase meaningful collaboration and linkages with other state and federal school improvement efforts as well as other agencies, services, and resources existing primarily for the good of children with disabilities.

Explanation of why objectives were not obtained or why scheduled activities were not implemented:

The South Dakota State Improvement Grant has been delayed in starting projects and distributing money. The intent is for sub-grantees to commence professional development activities in the fall of 2004.

Corrective actions that will be taken to address the problem:

See above explanation

IV. Budget Information

Report your actual budget expenditures for the performance reporting period.

Grant Summary Report Educational Services and Support

Fund Source	Grant Name	Award	Expenditure	Obligation	Balance
265	SIG – Project Enrich – GY 4	530,000.00	92,210.63	188,000.00	249,789.37
	Administration	113,000.00	260.63	4,100.00	108,639.37
	Projects	417,000.00	91,950.00	183,900.00	141,150.00

Grant Budget for Funding Dates 10/1/03-5/1/04

Prior Year and Current Year combined: \$104, 707.69

Explanation of why the state is not expending funds at the expected rate:

- As approved by our federal officer, the first two years of Project Enrich were combined. Subgrantee work plans are now in process and approval will come after October 1, 2004. Currently, the subgrantees are in the planning stages for their work plans. The work plans must be approved by the Project Management Team prior to activities commencing. At this point, an initial subgrant award has been provided to each of the two subgrant recipients.
- The state has had one training for Early Intervention (Part C).

Significant changes to budget resulting from modification or project activities:

None

Anticipated changes in operational budget for next budget period:

None

V. Supplemental Information

Describe any changes you wish to make in the performance objectives and activities.

At this time, Project Enrich is not proposing changes to the performance objectives and activities.

Provide any other appropriate information about the status of your project including any unanticipated outcomes or benefits from your project.

Project ENRICH has combined years one and two of the state improvement grant. This decision reflected changes due to replacing the project director after the position was vacated and ensuring adequate start up time for the subgrants to identify local program directors and planning time.

Another unanticipated outcome is the effort to align the professional development work of Project Enrich with the newly funded seven state Educational Services Agencies (ESAs), funded by the state legislature in 2004. The original Project Enrich focused on five regions in the state. The project is now seeking to move to seven regions to better align professional development with the newly funded seven ESAs. The ESAs are primarily designed to act as an "arm" of the state educational agency, delivering services to the local level directly, with the intent to impact the areas of reading and math for all students throughout the state. Each school district in the state is captured within one of the seven regions across the state.

The Project Management team determined the intent to align with the ESA concept. The Project Director and Management team met and with the approval of the federal project officer, have agreed to realign the two currently funded subgrants to correlate with the ESA regions. This adjustment now requires the two subgrants to cover more school districts and will capture approximately 27 more districts than was originally planned at this time. The ESA directors are meeting with the Management team to discuss work plans and budget issues in September.

ENRICH Sub-grant Project Update August 5,2004

Advisory Team Meetings

The ENRICH Region I Advisory Team met twice in the spring, 2004. The objectives of the first meeting included developing dialogue around the articulated goals and creating a structure for the project as well as establishing guidelines for guidance and support. Findings from that first meeting indicated that more information was needed both in terms of needs within individual districts and for the development of a framework from which to design the work. As a result, the Region I project director engaged in two activities. First, semi-structured interviews were held with special educators representing districts in the region. Second, the project director was given an opportunity by the Department of Education to attend a regional conference in Denver, CO in which the three tiered approach to intervention was presented within a variety of contexts. During the second advisory team meeting, the results of the semi-structured interviews were discussed (see below) as well as the potential to adopt the three tiered model as a framework for ENRICH.

Data Collected from Special Education Directors

The following issues and concerns were derived from discussion with Special Education Directors representing 16 of the 28 districts in ENRICH Region I.

1. Focusing on one content area (math) vs. providing support across subject areas
2. Delivery mechanism considerations
 - a. Teacher absenteeism from the classroom
 - b. Currently scheduled inservice hours
3. The utilization of peer mentoring/cognitive coaching as a follow-up/sustainability strategy
4. Determining a scientifically-based research foundational theory (differentiated instruction?)
5. The inclusion of both special and general educators
6. Leveraging resources across programs and initiatives (AIMS, ESA, PRIME, MAPLE)
7. Consideration for Birth to Three Services (Part C)

The Three Tiered Logic Model

The Three Tiered Logic Model was adapted for potential guidance to the ENRICH project. Within this model, strengths from other projects providing specific content area information are drawn upon to provide a foundation of quality instruction for all students. Likewise, existing special education services would continue to be in place to provide tertiary intervention for those students with the most significant disabilities and needs. ENRICH project services would then be in a position to focus on assisting general and special educators in developing expertise in collaborating and individualizing secondary intervention for those students-primarily those with disabilities-who need additional, more intense or varied instruction in order to achieve proficiency in the given subject area. It should be noted that this logic model is based on the evolving dialogue within and among the leadership, project management and advisory teams and continues at this point is considered a work in progress.